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ABSTRACT

This report focuses on partnership activities and projects at the School of Education, East Carolina University (North Carolina). Highlighted is the first year of funding of two initiatives: the BellSouth Reinvention Grant, a restructuring effort; and the university School Teacher Education Partnership. Following an introduction by the school's dean, a brief history of the school is presented. The following sections briefly describe activities and accomplishments of: the East Carolina Clinical Schools Network; the Office of School Services; the Department of Broadcasting, Librarianship, and Educational Technology and its virtual reality and education laboratory; the Department of Business, Vocational, and Technical Education; the Department of Counselor and Adult Education; the Department of Educational Leadership; the Department of Elementary and Middle Grades Education; the Department of Foundations, Research, and Reading; the Department of Science Education; the Department of Special Education; alternative licensure programs; university-school partnerships; the North Carolina Japan Center East, the North Carolina Teaching Fellows Program; partnerships with businesses and industries; the PEN-PAL project; Project EXCEL; the Science and Mathematics Education Center, and the Training Challenge North Carolina project. (DB)

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1997-98 PROGRESS REPORT

SCHOOL OF EDUCATION

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EXCELLENCE THROUGH PARTNERSHIPS

1997–98 PROGRESS REPORT

SCHOOL OF EDUCATION

EAST CAROLINA UNIVERSITY

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INTRODUCTION: FROM THE DEAN

JUNE 1998

DR. MARILYN SHEERER, DEAN
SCHOOL OF EDUCATION

The 1997–98 academic year for the School of Education at East Carolina University was highlighted by a plethora of partnership activities and projects that underscored the university's motto *To Serve*. Partnerships between the region's schools, businesses, social service agencies, and the university have been the natural outgrowth of an ongoing commitment to craft initiatives jointly to improve the quality of life for the people of eastern North Carolina.

Two specific funding streams undergirded partnerships during the 1997–98 academic year, and numerous other collaborative programs marked the work of specific departments and offices within the School of Education. The two new initiatives were the BellSouth Reinvention Grant, which placed the School of Education—as one of eight such southeastern schools in universities to receive the grant—center stage for restructuring, and the University-School Teacher Education Partnership, funded by the North Carolina General Assembly. This report focuses on particular aspects of these two initiatives during their first year of funding.

At the same time, the eight departments and various offices within the School of Education have continued many and various programs and activities in support of collaborative partnership efforts. This report highlights many of these initiatives as well and applauds the faculty of the School of Education who have worked tirelessly to make them happen.

Current educational literature underscores the need for continued collaborative work among schools and colleges of education and the communities in which they reside (1) to better prepare teachers, administrators, counselors, and educational specialists who are so desperately needed and (2) to improve the schools and other settings in which practice occurs. We, the faculty, administration, and staff of the East Carolina University School of Education, believe that excellence can be achieved only through ongoing, sustained partnerships with all of the region's players. This report documents our successes so far and seeks to provoke further dialogue for the work ahead.

Sincerely,

Marilyn Sheerer

Dr. Marilyn Sheerer, Dean
School of Education

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THE SCHOOL OF EDUCATION: A RECENT HISTORY

In 1988, after perceiving a need to reform existing teacher training practices, the East Carolina University School of Education began a pilot program known as the Model Clinical Teaching Program (MCTP). In this program, the preservice, or student, teacher participated in a senior-year internship in one school with one clinical, or cooperating, teacher for one year instead of the traditional ten-week internship. In 1994, the MCTP received three national awards* and showed higher teacher retention rates than other traditional programs.

Based on the success of the MCTP, the School of Education began the East Carolina Clinical Schools Network (ECCSN) in the 1996–97 academic year, thus replacing the pilot program with a permanent, new teacher education program. The ECCSN provides increased school-based participation for juniors (through practicums) and seniors in the teacher education program. Senior interns are on site for one full day during the first semester of the internship and for five full days during the second semester. (For more details, see the East Carolina Clinical Schools Network, page 5.) Also, within the ECCSN, one school serves as a professional development school (PDS) and is a model of best practices; two additional PDS programs are being planned.

In addition to the ECCSN, two other initiatives began in the 1997–98 academic year. The first, the University-Schools Teacher Education Partnership, approved by the University of North Carolina Board of Governers and funded by the North Carolina General Assembly, provides an institutional mandate for partnerships such as those ECU began developing in the colleges, schools, or departments of education within the UNC system. These programs build partnerships with public schools, businesses and industries, and social service agencies to improve the training of teachers and other educational specialists. In addition to the longer on-site internships characteristic of the ECCSN, the program calls for "jointly crafted professional development programs for teachers, administrators, and others in the public schools and universities; increased communication between public schools and higher education for the purpose of sharing and disseminating best practices; generation and application of research and new knowledge about teaching and learning; and joint involvement of university and school personnel in curriculum planning and program development" (University of North Carolina Dean's Council on Teacher Education report, November 3, 1997).

The School of Education initiated the second program, its own "Reinventing the School of Education" program, on August 20, 1992. This initiative focused on the areas of teacher education, quality, technology, international education, and public school improvement. Then, on November 13, 1997, the School of Education received a three-year,

** The 1994 national awards were the Distinguished Program in Teacher Education award from the Association of Teacher Educators, the Christa McAuliffe Showcase for Excellence Award from the American Association of State Colleges and Universities, and induction into the National Education Association's Teacher Education Exemplary Program. The MCTP also received the 1996 NCACU Achievement Award from the North Carolina Association of Colleges and Universities.*

$200,000 grant from the BellSouth Corporation under a program titled "Reinventing Colleges/Schools of Teacher Education."

The BellSouth grant funds four public and four private universities, the other seven being Berry College (Rome, Georgia), Fort Valley State University (Georgia), Furman University (Greenville, South Carolina), University of Alabama at Birmingham, University of Florida–Gainesville, University of Louisville (Kentucky), and Western Kentucky University (Bowling Green). As one of the eight universities in the southeastern United States to receive this grant, ECU received a financial boost for its existing program. The BellSouth grant requires participating schools of education to redesign undergraduate and graduate programs, work toward recruitment of more minorities, improve professional development programs, and commit to action research concerning traditional and new teaching practices.

Dr. Jon Pedersen, research coordinator for the partnership grants, notes two research initiatives carried out for "promoting, establishing, and developing partnerships."

The first is a minigrant program at ECU that provided nearly $100,000 to ECU education faculty and public school employees in 1997–98 for release time and resources to carry out collaborative action research projects that focus on classrooms and teacher education programs. Dr. Pedersen says that the grants have provided resources for "these two groups of people to come together and begin to examine critically the issues and problems both in higher education and in [public] schools."

The second, the Educational Research Partnership Symposium held at ECU in January 1998, brought together public school teachers (K–12), counselors, administrators, and ECU faculty to discuss partnerships. Some of the issues addressed were diversity, technology, professional development, and improving undergraduate and graduate teacher education programs. More than one hundred persons attended, approximately half from ECU and half from the public schools.

Twenty-three different projects are being carried out through various degree programs of the School of Education and other teacher licensure programs at ECU (art, dance, English, foreign languages, mathematics, music, and theatre arts). Once the projects are completed, a monograph will be published for distribution not only to ECU faculty and the area schools, but also to other constituents and institutions in the state and the institutions participating in the BellSouth grant.

In addition to their work in partnerships, faculty demonstrated scholarship during the 1997–98 academic year through the writing of fourteen books and monographs, publication of 103 refereed chap-

DR. MARY SCHMIDT AND DR. CAROLYN LEDFORD MEET WITH CURRICULUM AND LANGUAGE ARTS STUDENTS ON LESSON PLANNING TO ADDRESS THE NEEDS OF DIVERSE STUDENTS.

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ters and articles in professional journals, and presentation of papers at eighteen conferences. Eighteen faculty members served as editors for professional journals or books. Faculty also received nearly $1.36 million in grants to support service in the community, research, and teaching. Above all, they taught a total of 2,081 undergraduate and 978 graduate students in the 1997–98 academic year. Teaching, research, and service through community partnerships are the foundation for the success of the School of Education preparation programs.

As the largest teacher education program in North Carolina and one of the top schools of education in the region, the ECU School of Education is proud of these achievements. Committed to building on its successes and remaining at the forefront of reform in teacher education, the School of Education seeks to fulfill its mission, which is

to prepare and develop professionals through generation and application of research, dissemination of knowledge, effective teaching, and service to the educational community. The School of Education is committed to the vision of preparing education and human services professionals who are academically and technically proficient; knowledgeable, skilled, and reflective in their practice; committed to the empowerment of all people to develop their full potential; and committed to the role of public education in a democratic society.

What follows is a brief summary of some of the many accomplishments of the administration and faculty of the School of Education in their partnerships in the local, regional, state, national, and global communities they serve.

MEMBERS OF THE EAST CAROLINA CLINICAL SCHOOLS NETWORK MEET MONTHLY TO DISCUSS WAYS TO IMPROVE THE STUDENT INTERNSHIP EXPERIENCE, THE PROFESSIONAL DEVELOPMENT OF CLINICAL TEACHERS, AND COLLABORATIVE RESEARCH PROJECTS.

EAST CAROLINA CLINICAL SCHOOLS NETWORK

The Office of Clinical Experiences oversees the placement of juniors and seniors in practicums and internships, respectively, in the schools of the East Carolina Clinical Schools Network (ECCSN).

The ECCSN developed from the Model Clinical Teaching Program (MCTP), a pilot program of the School of Education. Between 1988 and 1995, elementary education majors were placed in two, then four schools in Pitt County. Compared with the 40 percent attrition rate of new teachers (who had less than five years of teaching experience) in traditional programs, students from the MCTP had a 97 percent retention rate. According to the Raleigh *News & Observer* (July 26, 1997), teachers suffered from a "general lack of moral support and poor preparation for the classroom." The MCTP sought to remedy those problems and succeeded.

As the School of Education looked to moving from the pilot program to the permanent program of the ECCSN, faculty sought to take advantage of what could be successfully applied to all schools. According to Mr. George Williams, director of clinical experiences, "We took those advantages that we saw we could apply to all of our programs and put them together, and what grew out of this is the network concept that we have now. We think that it will make a difference. We certainly feel that teachers are going to be better prepared when they leave our program to go into the classroom; and hopefully, they will be remaining in the classroom for a longer period of time."

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CLINICAL SCHOOLS STAFF AND PUBLIC SCHOOL LIAISONS HAVE OPPORTUNITIES FOR SOCIAL CONVERSATION BEFORE THEIR MONTHLY MEETINGS.

The ECCSN began in 1996–97 with nine school systems—Pitt, Beaufort, Craven, Edgecombe, Greene, Lenoir, Martin, Nash-Rocky Mount, and Wayne counties. In 1997–98, the Onslow and Wilson County school systems joined. Mr. Williams says, "We were not looking just to change for the sake of change, but to improve what we were doing now as it related to our teacher education programs on this campus, hoping that we could do something that might have a significant effect upon the attrition rate as it related to teachers remaining in the classroom."

The ECCSN required revision of many of the teacher education programs so that students had more time available to be in the clinical schools. Out of this was developed the Senior Year Experience, consisting of Senior I and Senior II. As in the MCTP, in which each student was linked to one teacher and classroom in a school for one year, so with the ECCSN; students in Senior I are in the clinical schools the equivalent of one full day per week. For example, they may be in the schools two partial days per week and taking classes three days per week. They take teaching methods courses in their content areas along with additional course work. For the Senior II, students are in the clinical schools full time for a full semester of teaching experience.

"What is significant is that they are linked to a school in a classroom with a clinical teacher or teachers (in some program areas they work with two teachers) for a full year," Mr. Williams points out. He says that data collected from graduates indicates that the "large majority of students will tell you they feel that they are much better prepared now by having spent a year in a classroom with a clinical teacher."

In the 1998–99 academic year, about 400 students will be going through the Senior Year Experience. The cycle for the Senior Year Experience, in many but not all programs, is either fall–spring (I and II) or spring–fall (I and II). In 1997–98, the office placed nearly 1,400 practicum students and about 400 students for the Senior Year Experience.

The success of the MCTP prompted the UNC General Administration to mandate, according to Mr. Williams, "that all the UNC colleges and universities that have teacher education programs need to look at putting in place some model that will align their university with the public school system, their partnership." Under this model, the fifteen of the sixteen UNC campuses that have teacher education programs must submit proposals for models to receive approval and funding through the UNC General Administration.

"We're finally seeing that the real preparation of getting teachers ready to go into the classroom is done out in the public school classroom," Mr. Williams says. "Everything we do now is a collaborative endeavor. We don't do anything unless our public school partners are involved."

In the ECCSN, clinical teachers must complete training modules before they are assigned a student intern. The modules were developed collaboratively between ECU and the public schools.

The ECCSN is funded by the North Carolina General Assembly through the UNC General Administration. The resources provide stipends to the clinical teachers who participate in the ECCSN.

"We know we're a leading teacher education institution," says Mr. Williams. "We say that we're on the forefront of what happens in teacher education, and that's an exciting thing to say."

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The Office of School Services serves the public schools and the School of Education. Its mission is to maximize the resources of both to create new and more effective partnership opportunities.

Three main programs within the Office of School Services are EastNet, facilitative leadership training, and the Legislators' School for Youth Leadership Development.

EastNet is an Internet service provider for faculty and staff of public schools, community colleges, and East Carolina University. The service is free and provides 1,600 connections through four dial-up servers located in Greenville, New Bern, Washington, and Wilson for system members; e-mail services; access to World Wide Web sites for public schools and educational organizations; and a host of other services. Twenty-seven school systems, representing more than 5,000 members, currently use EastNet in eastern and northeastern North Carolina.

EastNet was funded by the North Carolina General Assembly through the Eastern North Carolina Consortium for Assistance and Research in Education. ECU was one of eight recipients of the grant, which provided $150,000 per year for three years ending in June 1998. With a vision for the future, the office used the funding to build the infrastructure of EastNet so that when the grant ended, the service could be continued. Enhancements from the university and membership dues will most likely be used later to help expand the service.

Moreover, the office provides staff development and leadership training. One model developed by the office is facilitative leadership. More than one hundred public school personnel received the free training during the 1997–98 academic year.

Office staff members also use the principles of Stephen Covey's *The Seven Habits of Highly Effective People* to train public school personnel and students in the Legislators' School for Youth Leadership Development. ECU and Western Carolina University are the only two institutions in the state that offer the Legislators' School. This program, funded by the state General Assembly, provides two weeks of summer training both for 150 rising eighth-grade students and for 150 rising high school students (grades nine through twelve) at each institution. Participants pay only for transportation, laundry, and miscellaneous expenses; otherwise, the program is free. Only certified teachers serve as instructors in the program, so participants are assured of a high-quality development experience.

The Office of School Services provides support for a number of other activities and partnerships, including research (such as on charter schools and on student assessment) and leadership assessment. Dr. Lynn Bradshaw, in the Department of Educational

EIGHTH-GRADE STUDENTS IN THE LEGISLATORS' SCHOOL FOR YOUTH LEADERSHIP DEVELOPMENT ENGAGE IN A VARIETY OF GROUP ACTIVITIES TO DEVELOP COMMUNICATION SKILLS.

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Leadership, supervises leadership assessment, which is free to public schools, follows the National Association of Secondary School Principals model, and is licensed through the office. The office also works with seven school systems that are using the principles of Total Quality Management. In March 1997, the Office of School Services received an award from the North Carolina Business Committee for Education through the Office of the Governor. The award was "For outstanding support and contribution to the Total Quality in Education Initiative." ECU was one of only three universities to receive the award.

PCS Phosphates provided a grant to the office for Starlab, a portable planetarium shared among thirteen school systems in eastern North Carolina. In addition, in conjunction with the Science and Mathematics Education Center, the office received another grant of $11,900 from PCS Phosphates to purchase a second Starlab. (See also NCDPI–University-School Partnerships, page 24.)

Peer Coaching, a nationally recognized program directed by Mrs. Diane Houlihan, is funded by the Goals 2000 grant. The program trains teachers to mentor teachers by helping them solve problems, develop new approaches to teaching, and focus on best practices. Peer Coaching also seeks alternative teacher assessments, such as through portfolios. Currently, 600 teachers in Johnston, Northampton, and Wayne Counties participate in the program. The office seeks to extend the program to other school systems, not only through grant funds but through funding provided by participating school systems.

The office also supports school improvement teams in eastern North Carolina with training, assistance, and resources for helping low-performing schools (as compared to other schools). Teams of parents, business people, and school personnel are trained in the principles of Stephen Covey's book *The Seven Habits of Highly Effective People*, which stresses self-discipline and teamwork, and in facilitative leadership, which helps leaders enhance their leadership skills and tap the potential of those with whom they work. These skills help teachers bring out the best in their students and get students to perform at a higher level.

School of Education faculty are a resource for these teams and may even serve on the teams. Generally, the Office of School Services trains team members, assists in developing school improvement teams, and acts as a resource and advocate for the teams.

PARTICIPANTS IN THE LEGISLATORS' SCHOOL FOR YOUTH LEADERSHIP DEVELOPMENT INTERACT WITH THE LATEST TECHNOLOGY.

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The Department of Broadcasting, Librarianship, and Educational Technology, chaired by Dr. Diane Kester, offers three programs in which partnerships with area businesses and schools play an integral role.

The BS in communication, a non-teaching licensure program, draws about 200 students per year. As part of their training in audio-visual communication, students participate in various internships with local businesses and industries. Internships include stints with local television stations such as WITN-TV 7 and WNCT-TV 9, providing camera coverage of Pirate football games for CNN, and announcing for local radio stations such as WTEB-FM 88.1. Internships offered through the co-op program provide some students with training out of state.

In addition to students going out into area businesses, professionals such as Channel 9 evening anchor Allan Hoffman often serve as instructors on campus. Students also produce a video magazine, *Cue One*, that is broadcast on the educational cable channel 7 on Tuesday and Thursday evenings.

The MAEd in instructional technology program also offers partnership opportunities through internships. These in turn, may lead to employment with the sponsoring businesses and schools. Graduates seek employment in public schools, postsecondary institutions, and businesses. Courses are offered in classrooms, via the Internet, and by interactive television. The course EDTC 6050, Internet: Organization, Design, and Resource Discovery, is a popular course taught on the Internet for a variety of graduate programs. Students enroll from as far away as Michigan and Oklahoma. Moreover, interactive television links to other sites in eastern North Carolina provide distance learning for students living in the region east of Raleigh, from Jacksonville to the Virginia state line.

For professional development, the department offers 18 semester hours of instructional technology courses that community college instructors need to obtain accreditation through the Southern Association for the Accreditation of Colleges and Schools.

The master of library science program, which began in 1970, is the region's premier provider of school librarians. Graduates also find employment in public and special libraries (for example, as company librarians).

Dr. Kester sees equipping students for employment in broadcasting and libraries, along with community partners, as primary. "Our whole purpose of having a program is to graduate students who will be working in these environments," says Dr. Kester. "And so I feel the partnerships are essential in order to meet the needs of these future employers. . . . It's up to us to make sure we prepare them for what the employers want them to do."

The department also has partnerships with computer software publishers. Publishers often provide software at no cost; in turn, students provide them with evaluative services. For example, a partnership with Apple allows students to develop and evaluate on-line teaching units. Another publisher has provided library automation software to the department so that students can become familiar with the software they are likely to use in employment.

And Microsoft presented grants of free software in the 1995–96 and 1996–97 academic years. Under a grant in the School of Social Work, the department cooperates in providing telecommunications services to assist students in working with deaf clients. And, in collaboration with other ECU departments and partners, studio facilities are available for video productions.

Faculty in the department consult with the North Carolina Department of Public Instruction concerning the development of curricula for information skills (research and using the library) and computer skills. In 1996–97, Dr. Kester was involved in a campus program called *The Digital Future*. Five instructors each mentored five faculty members, teaching them how to use on-line technology such as e-mail, listservs, and web pages, and how to apply it to their teaching.

"We're not a major player in developing partnerships, but we're the support to several different initiatives across campus," says Dr. Kester. "My philosophy is that technology is not the topic of instruction; it's a tool to improve learning."

VIRTUAL REALITY AND EDUCATION LABORATORY

Within the Department of Broadcasting, Librarianship, and Educational Technology, Dr. Veronica Pantelidis and Dr. Lawrence Auld codirect the Virtual Reality and Education Laboratory (VREL), which they started in 1992. They also coedit *VR in the Schools*, which began as a quarterly newsletter in June 1995 and is now a refereed journal.

The VREL provides guidance for using 3-D technology in K–12 and college classrooms for any curriculum from art to science to social studies. One of the major software applications is Virtus WalkThrough Pro.

Dr. Pantelidis and Dr. Auld oversee partnerships with teachers in several area schools under the Virtual Reality and Schools Project. For example, Janet McLendon at H. B. Sugg Elementary School, Farmville, used VR to teach her fifth-grade math students about pyramids. Debi Hamill at Belvoir Elementary School, Greenville, has used VR to help a dyslexic student improve hand-eye coordination through 3-D simulations. And Fred Bisel at Jones Senior High School, Trenton, used VR to teach technical mathematics students about design and figuring cost, such as for paint and carpet.

More recently, Dr. Pantelidis and Dr. Auld have worked with the members of the Young Einstein Club of South Greenville Elementary School, which includes third, fourth, and fifth graders. Assisted by Christine Strangel, Triad Enrichment teacher, they have brought to life 3-D images of ancient architectural feats such as the pyramids and Great Wall of China.

Beyond the school partnerships, Dr. Pantelidis and Dr. Auld provide workshops for teachers on and off campus, answer questions from around the world about VR uses in education, and advise master's and doctoral students from around the world. In essence, they participate in global partnerships.

DR. IVAN WALLACE, CHAIR OF THE DEPARTMENT OF BUSINESS, VOCATIONAL, AND TECHNICAL EDUCATION, WORKS CLOSELY WITH THE NORTH CAROLINA TEACHER ACADEMY IN THE AREA OF TECHNOLOGY TRAINING.

DEPARTMENT OF BUSINESS, VOCATIONAL, AND TECHNICAL EDUCATION

The Department of Business, Vocational, and Technical Education, chaired by Dr. Ivan Wallace, carries on three partnerships in the eastern North Carolina educational community.

In the fall of 1996, the department began a two-plus-two pilot program with Craven Community College and Carteret Community College called the Carteret/Craven/ECU Partnership. Students seeking a BS in business education degree in information processing/administrative services can complete the degree on the campuses of the community colleges. For the first two years, students take courses offered by the community colleges; for the second two years, students take courses from ECU via the Internet using an interactive desktop videoconferencing program, video streaming, and voice-annotated presentations. The first graduates from a group of twenty-three students are expected in the fall of 1998. In January 1999, ECU plans to extend the program to the College of The Albemarle and Pamlico Community College. One advantage to the program is that students can often work independently at home and earn a degree from ECU.

The Atlantic Coast Conference, which began in 1982, serves teachers in business and marketing from the public schools, community colleges, and four-year colleges. Within two years, the conference grew so large it had to be moved from Greenville to Raleigh. Now, 500 to 600 participants attend each year. The conference is becoming national, claiming participants from California, Illinois, Kentucky, Louisiana, Montana, New Jersey, New York, North Dakota, West Virginia, Washington, D.C., and the states contiguous with North Carolina. Sixty to eighty seminars are offered in a two-day period. Under the leadership of Dr. John Swope, associate dean of the School of Education, the 1997 conference focused on the theme "Partnerships for Workforce Development in Business and Marketing Education."

On campus the department has a partnership with the North Carolina Teacher Academy. For the past four years, the department has provided space in the General Classroom Building for the academy. The department and the academy jointly began a pilot program in technology. Through a contract, ECU provides the software, hardware, and technical support required by the academy and in turn receives some funding from the academy. ECU was designated a total technology site in the summer 1998 program dealing specifically with technological concerns. During the academic year, participants in the academy return to ECU for follow-up sessions.

Interdepartmental partnerships include introductory technology courses offered to students in the North Carolina Teaching Fellows program, providing computer laboratory support for the Summer Ventures Program, maintaining and sharing a computer laboratory for the Honors Program, and providing a component of the co-op program. Faculty also actively work with teachers in the area school systems concerning technology and school-to-work issues, and they present workshops at schools on request.

DR. VERONICA PANTELIDIS DEMONSTRATES THE USE OF A VIRTUAL REALITY GLOVE AND SOFTWARE IN THE VIRTUAL REALITY AND EDUCATION LAB.

SCHOOL OF EDUCATION GRADUATE STUDENTS AND FACULTY ENJOY AN OPENING SESSION OF THE SECOND ANNUAL ADULT EDUCATION GRADUATE RESEARCH AND PRACTICE COLLOQUIUM, APRIL 1998.

DEPARTMENT OF COUNSELOR AND ADULT EDUCATION

The Department of Counselor and Adult Education, chaired by Dr. Jack Schmidt, carries on a number of partnerships. For example, the counselor education program has partnerships through field internships with community agencies. Counselor education students must complete satisfactorily a practicum and an internship to complete the program. While many graduates seek counseling positions in the public schools, others seek positions in higher education settings such as admissions, counseling services, and career counseling centers, and in agencies such as mental health services, substance abuse treatment centers, hospitals, and similar clinical settings.

In the adult education program, coordinated by Dr. Elizabeth Knott, numerous informal partnerships exist between faculty and students. Students come from and, as graduates, return to a number of adult education settings, including community colleges, four-year institutions, businesses and industries, social service and health care agencies, local government, and adult literacy programs. In these settings, from five to eight students (of about fifty in the department) participate in internships (which are optional) during each academic year.

Contracts are made between the students, the adult education program, and the participating agency for the internships, so some formalization exists. Internships are set up so that the sponsor also benefits, for instance, from students writing grants or developing instruction manuals or orientation programs for new faculty or volunteers. Some students also carry out research projects.

For example, beginning in the 1997–98 academic year, a School of Education student who is employed as a curriculum assessment specialist and clinical instructor in the nursing program at Nash Community College is providing assessment services for the nursing programs at the Nash, Edgecombe, Martin, and Wilson Technical community colleges. These institutions have established themselves as a consortium and in 1995 made major curricular changes to their nursing programs. Since that time, no assessments have been made concerning the success of the programs and student and faculty attitudes concerning the change. The student is coordinating this assessment and, with faculty mentor Dr. Vivian Mott, will provide the assessment results to these institutions and their nursing faculty. The assessment project and findings will also be published in a scholarly journal.

Another project, begun in January 1998, involves two students working with a Pitt County

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community service provider and health-care provider. The students are researching needs assessment, program development, and implementation and evaluation processes in their respective agencies, exploring and documenting how these processes differ in the two settings.

Dr. Mott points out that these two projects began in the classroom. Speaking to the inception of the latter project, Dr. Mott says it "grew out of course work, as did this first project, and the research interests that surfaced on the parts of the students in response to . . . the course work. . . . It's an application of theory [based on the] course work, assignments and readings, texts, and dialogue, which was then applied in an actual practice setting."

Dr. Mott says that such transference of knowledge from the classroom to practice is "the heart of what adult education is all about. [It] is the application of theoretical and conceptual frameworks toward the realities of practice for the improvement of that practice."

In 1995 the adult education faculty developed additional aspects of the curriculum "to introduce students to research in the field and to encourage them in the preparation of proposals" for conferences, research, or theses, according to Dr. Mott. From this came the Adult Education Graduate Student Research and Practice Colloquium now held each spring since 1995. All enrolled students participate in the colloquium, giving poster, research, or panel presentations. These efforts helped prepare ten students to present at the American Association for Adult and Continuing Education National Conference in November 1995 in Charlotte, North Carolina. Five students are preparing for another national presentation at the Academy of Human Resource Development Conference in Washington, D.C., in March 1999.

Moreover, faculty stay in touch with current trends and gain new knowledge through informal partnerships. For example, Dr. Knott is currently a partner with Pitt Community College in a study being conducted by the Harvard University Graduate School of Education. The study seeks to determine why a breakdown exists between the transfer of literacy and writing skills from the classroom to the home. Dr. Victoria Purcell-Gates of Harvard directs the study, which is funded by the National Center for the Study of Adult Learning and Literacy.

Several years ago, the adult education program formed an advisory council consisting of members of the business community, colleges, and faculty. Many members of the council are graduates of the adult education program or people who have an interest in it. The council meets to discuss and advise about curricular and program needs.

Because the focus of the department goes beyond training educators for the K–12 school setting, Dr. Schmidt proposed the Educational Alliance for Professional Development and Collaboration in the fall of 1997.

The mission of the alliance would be to establish a collaborative effort between East Carolina University School of Education programs that prepare graduates to work in varied professional settings and the organizations, businesses and industries, institutions, and community-based services that employ them. Accordingly, the alliance would serve as a vehicle for various businesses, institutions of higher education, community agencies, and other organizations to provide guidance and support for particular undergraduate and graduate programs in the School of Education. As such, the alliance would focus on partnerships with the goal of preparing professionals for careers other than teaching in the public schools. Dr. Schmidt adds that "Cooperative efforts would include curriculum advising, joint research ventures, collaborative projects, internships, and field experiences."

DR. JIM MCDOWELLE AND DR. LYNN BRADSHAW MEET WITH AREA PRINCIPALS TO DISCUSS THE PRINCIPALS FELLOWS PROGRAM.

DEPARTMENT OF EDUCATIONAL LEADERSHIP

In the Department of Educational Leadership, in which Dr. James McDowelle is acting chair, faculty participate in two major and numerous other partnerships.

The first major partnership—with the Leadership Development Consortium in the Nash-Rocky Mount, Edgecombe, Pitt, and Wilson County school systems—is coordinated by Dr. Lynn Bradshaw. This consortium, in collaboration with the National Association of Secondary School Principals (NASSP), allows the School of Education faculty to develop simulation products for NASSP in return for the use of two of their programs. One program provides leader assessment training, and another simulates running a school for a day (the Springfield simulation for graduate students). The faculty train school personnel in these school districts to run the leadership assessment centers. They go to the schools to present the training, while school personnel come to ECU to make presentations to the graduate students.

The other major partnership is an action research project funded by the University-School Teacher Education Partnership. Participants include Dr. James McDowelle, Dr. Stephanie Lanier, Dr. Carolyn Ledford, and Dr. Ann Bullock of the School of Education; Dr. Geraldine Campbell Mun, ECU graduate and assistant professor at Fayetteville State University; and Brenda Jones and Shirley Carraway, two Pitt County school administrators who are doctoral students in the School of Education.

The project seeks to determine the relationship among emotional intelligence, attitudes toward diversity, and ethical development in teachers. Based on a study in the early 1990s that determined that one major factor in student development was student-teacher interaction, this action research project seeks to identify cultural differences that affect student-teacher interaction and the adjustments that can be made in the School of Education to prepare teachers to deal with cultural differences. Data is being collected from pre-education and education majors, master's and doctoral students, and new teachers in the Pitt County schools. Preliminary data indicate that students are not prepared to deal with cultural differences in their teacher training, thus dealing with these differences under the pressure of teaching becomes very difficult.

The UNC General Administration also funded a grant so that the master of school administration program could be offered through distance learning. To begin, the courses will be offered on-site and via the Internet in Carteret County and Weldon City.

In the Department of Elementary and Middle Grades Education, in which Dr. Parmalee Hawk is acting chair, several partnerships exist between faculty and the clinical teachers with whom they work. The following report focuses on the partnerships with Eastern Elementary School, Wahl-Coates School, Elmhurst Elementary School, and C. M. Eppes Middle School in Greenville.

EASTERN ELEMENTARY SCHOOL

Dr. Patricia Anderson and Dr. Dawn Walker have a partnership with Eastern Elementary School involving juniors enrolled in a practicum. Funded through a grant from the UNC General Administration, they teach what they call "linked classes." The courses—ELEM 3250, Language Arts in the Early Childhood and Elementary School, (taught by Dr. Anderson); ELEM 3235, Curriculum and Instruction in the Elementary School, (a general methods course taught by Dr. Walker); and ELEM 3236, Practicum in Curriculum and Instruction in the Elementary School (a course providing credit for the practicum)—are taught consecutively for five hours, two days per week, sometimes meeting at Eastern. This schedule allows sixteen opportunities for students to teach first graders, in cooperation with the three first-grade teachers at Eastern, and for supervision, curriculum planning, and evaluation. The courses have a limited enrollment of twenty-seven, allowing for nine groups of three students, with each clinical teacher assisting three groups.

"The partnership routine of working with those teachers has really been critical," according to Dr. Anderson. She and Dr. Walker meet with the first-grade teachers monthly for planning and see them weekly to discuss the progress of the students. Dr. Anderson says the clinical teachers "provide direct comments and feedback to our students. It's really like we're part of their classroom, and that's a unique opportunity." A mutual sense of investment pervades this partnership.

Grant funds provide for stipends for the clinical teachers and pay for substitutes so that clinical teachers can attend meetings at ECU. For example, at the end of the semester, the faculty, clinical teachers, and students meet on campus for what they call the Practicum Fair Day. The practicum students make presentations of their work to the clinical teachers, who in turn discuss their own experiences as student teachers and as experienced teachers.

Plans for the 1998 fall semester include adding an honors section in which honors students provide leadership in producing electronic portfolios. Both practicum students and in-service teachers will be developing their own electronic portfolios.

This group of courses is one of the first of the teacher education program, which begins in the junior year. Although the courses are tough, Dr. Anderson says the "students who walk out with this under their belt are really ready for success as teachers."

Students in these courses receive feedback from their peers, the faculty, and the clinical teachers. "The trick is getting everybody invested enough to do that, because it's easy to say I'm going to provide a practicum experience," Dr. Anderson notes, "but getting people committed to the same goals is the hard part." The development of partnerships provides that kind of commitment. Dr. Anderson also points out that the "nicest part about the trend [toward partnerships] is that it calls attention to what we ought to be doing—investing in making schools better."

DR. PATRICIA ANDERSON COLLABORATES WITH CLINICAL TEACHERS AND INTERNS AT EASTERN ELEMENTARY SCHOOL AS PART OF A LINKED FIELD-BASED METHODS COURSE.

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WAHL-COATES SCHOOL

In 1993, Dr. W. Scott Thomson and another colleague proposed the faculty-supervised practicum for students in the Department of Elementary and Middle Grades Education. So, rather than students going to various schools without faculty supervision and without common experience, Dr. Thomson and his colleague developed the idea of students participating in a practicum together at one school under faculty supervision.

Currently, Dr. Thomson and Dr. Patricia Miller have a partnership with Wahl-Coates School in Greenville that follows this model. They teach a group of courses: ELEM 3235, Curriculum and Instruction in the Elementary School, ELEM 3236, (the companion practicum course), and ELEM 3250, Language Arts in the Early Childhood and Elementary School. Enrollment is limited to twenty-seven students, providing nine teams of three students each. The teams rotate responsibilities through twenty teaching opportunities. The cooperating teachers at Wahl-Coates teach second grade.

Dr. Thomson comments that students, "after negotiating what they are going to do with the cooperating instructor, and being assigned that responsibility, tend to be more prepared, more punctual, and more professional."

The idea of supervised practicum, of course, is now practiced by other faculty in the School of Education. Dr. Thomson would like to see the model of linked courses with faculty supervision of students in the field become the norm for the School of Education.

"I think that linked field-based courses have served as a catalyst for conversations between university professors and classroom clinicians that are healthy because (1) they certainly do anchor what we teach in reality, and (2) they infuse existing practice with new ideas," Dr. Thomson says. Clinical teachers admire the lesson plans of practicum students and often emulate the new ideas. Moreover, faculty-supervised practicums provide anecdotes for illustrating theory in practice in the college classroom.

Dr. Thomson also points out that "one of the key factors in beginning teacher failure is culture shock. And that occurs because the experience [students] had in college and the experience they had in the work place is so disparate." He says that the faculty-supervised field experiences acculturate students to the classroom to provide continuity from college to the workplace.

ELMHURST ELEMENTARY SCHOOL

Dr. Carolyn Ledford and Dr. Betty Peel have participated in a partnership with three fourth-grade teachers at Elmhurst Elementary School since the 1995–96 academic year. Only twenty-seven students may enroll in a section of their course; so three teams of three students each work with one of the three clinical teachers and their students.

Dr. Ledford notes that working with the same teachers each year provides the advantage of being able to plan a year in advance, including the topics to be covered in the course. She says, "One of the things the teachers want is as hands-on an experience as possible, so the units are taught very interactively, where the children can be engaged as much as possible with hands-on type of instruction." Dr. Ledford and Dr. Peel coordinate how to fulfill both the North Carolina Standard Course of Study objectives in the classroom and the objectives of the practicum.

In the spring 1998 semester, a small grant provided for a graduate student to participate as an observer in this group of courses. Dr. Mary Schmidt, from the Department of Special Education, and Dr. Peel, Dr. Ledford, and the graduate student went with the students every Tuesday and Thursday for the on-site portion of the practicum. One of the four wrote an observation of the teaching for each group

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of students for each lesson taught in the practicum. At the end of the day, they provided verbal feedback and a time of reflection for the preservice teachers.

"It's important to have a theoretical framework for field experiences," says Dr. Ledford. So she and Dr. Peel seek to develop reflective teachers. Students teach from 8:30 a.m. to 9:30 a.m. and afterward reflect on the teaching for that day.

Twice during the semester, the clinical teachers come to ECU for discussion with the students. At the beginning of the semester, they provide specific information about the curriculum, routines, assessment, expectations, and behavior of the students in their classes. At the end of the semester, they assist in assessing the results of the practicum and their own students' achievement. In addition, the resource teacher and principal also speak to the students.

Dr. Ledford says, "We are hoping that through this collaboration, students will gain a sense of the school community, the collaborative nature of teaching versus the isolation view of teaching . . . that's one of our goals for them—to begin to understand the collaborative nature of resources and teaching."

In the practicum, students rotate through roles in the teams—one functions as an observer, one as a teacher, and one as an assistant—through three rotations. Growth in teaching is measured through the lesson plans, written observations, and reflections on the teaching. Collaboration involves the undergraduate students, graduate student, clinical teachers, and Dr. Ledford, Dr. Peel, and Dr. Schmidt. At the end of the semester, students must also write a practicum summary.

In addition to the practicum, four graduate students—each working with one team of undergraduates and a group of nine elementary students—carried out action research projects in spring 1998 on topics including behavior, learning styles, verbal interaction (or equitable participation in class), and special needs children. This work was preparatory to writing a grant proposal on the topic of meeting the needs of diverse learners (in the areas of culture, gender, disability, and behavior).

A portion of the BellSouth grant ($4,000) funds this partnership. The grant pays for substitutes so that the clinical teachers can come to ECU to meet with the students and faculty. Clinical teachers offer suggestions concerning the strengths and weaknesses of the program and ways to improve. "We must remember what we're preparing teachers for," says Dr. Ledford, "and through collaboration, we constantly keep that in focus." Seeking to improve teacher education and the quality of education for students in the public schools involves trust. And Dr. Ledford points out that the trust that is built through the longstanding partnerships is invaluable.

C. M. EPPES MIDDLE SCHOOL

Dr. Ann Bullock and Dr. Louis Warren have a partnership with C. M. Eppes Middle School in Greenville. They teach students in the Junior II courses that cover curriculum planning and teaching strategies for students in grades six through nine. (Like the senior-level courses that are divided into Senior I and II, the junior-level courses are divided into Junior I and II.) Junior II is the students' first teaching experience in the classroom. Dr. Bullock and Dr. Warren

DR. ANN BULLOCK AND DR. LOUIS WARREN WORK CLOSELY WITH THE PRINCIPAL AND TEACHERS AT C. M. EPPES MIDDLE SCHOOL ON PARTNERSHIP INITIATIVES.

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MIDDLE GRADES MAJORS ATTEND CLASS ON-SITE AT C. M. EPPES MIDDLE SCHOOL AS PART OF A FIELD-BASED METHODS COURSE.

and their students work specifically with the six seventh-grade teachers and their students at Eppes.

Unlike the traditional practicum or internship, in which students worked without faculty supervision or cooperation between faculty and the clinical teachers, students now receive mentoring from both and have a broader base of support.

Dr. Warren says, "We just tried to bridge that gap between the university and the public school classroom." He also points out the advantage of the partnership: "The classroom teachers felt really good about the students because their expectations were much clearer. They were able to ask us questions; we were able to ask them questions. The teachers at Eppes really felt like our colleagues. We really value the classroom teachers and their expertise because they are in the classroom where the action is, and we are able to tap into that."

Dr. Bullock and Dr. Warren meet with the clinical teachers in December to discuss how the practicum students can best be integrated into the classroom during the spring semester. Then during the spring semester, Dr. Bullock and Dr. Warren meet periodically with their students at Eppes. A typical schedule would be Dr. Warren discussing lesson plans for the day from 8:00 a.m. to 9:00 a.m.; students meeting with the clinical teachers from 9:00 a.m. to 9:20 a.m.; students teaching a lesson to the seventh graders from 9:20 a.m. to 10:10 a.m.; and students meeting with Dr. Bullock to discuss the results and activities of the teaching sessions from 10:10 a.m. to 11:15 a.m.

Twenty-four students may enroll in each section of the practicum. Students go into the classroom with three other students, so there is peer support. Each student teaches four times: first, teaching introductory material; then, team teaching with another student; and finally, teaching alone. When the students teach alone, two students take half of a seventh-grade class, so even then there is peer support. Dr. Bullock says that this method allows students to see "more of a link between theory and practice." After each teaching session, students reflect on their experience as a group.

Dr. Bullock, who teaches the strategies course, and Dr. Warren, who teaches the curriculum course, see their courses as complementary. And the key, according to Dr. Bullock, is the clinical teacher. "The seventh-grade teachers made the difference," Dr. Bullock says. "They are a positive, supportive group of teachers who believe this on-site practicum experience is what we should have been doing for the past three decades."

Dr. Bullock says she hears comments from the clinical teachers such as, "We think this will make a difference; it would have made a difference for us," and, "We feel involved. We have a part, and we know it's making a difference."

Dr. Bullock says of the clinical teachers, "The key was the teachers. They are the reason that it was a tremendous success."

NORTH CAROLINA JOURNAL OF TEACHER EDUCATION

The Department of Elementary and Middle Grades Education in the School of Education, in partnership with the North Carolina Association for Colleges of Teacher Education and the North Carolina Association of Teacher Educators, publishes the biannual, refereed *North Carolina Journal of Teacher Education*. Dr. W. Scott Thomson, a professor in the department, has served as editor of the journal since 1992.

The journal provides "a forum for the dissemination of topical theories, research, and practices of current interest and usefulness" to teacher educators. In addition, book reviews, notes, queries, and other short papers are included. The journal is circulated to teacher educators, school of education administrators, university and college libraries, and key government officials.

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DEPARTMENT OF FOUNDATIONS, RESEARCH, AND READING

The Department of Foundations, Research, and Reading, in which Dr. Gregory Hastings is acting chair, carries on several partnerships and offers the MAEd in reading.

Off-campus partnerships include programs offering reading and foundations courses for the graduate programs at Elizabeth City State University and a master's program in Jacksonville and offering courses to the North Carolina Model Teacher Consortium and various independent school districts. Dr. Michael Vitale works closely with the Wilson County and Lenior County (particularly Teachers Memorial Elementary School in Kinston) school systems on several projects.

Moreover, a grant from the Freedom Support Act funds the International Exchange of Students from Russia and the Newly Independent States. ECU has hosted graduate students from Russia, Belarus, Ukraine, Uzbekistan, and Azerbaijan. The Freedom Support Act has funded exchange programs since 1993.

Within the department, the Reading Clinic houses the reading portion of the Academic Transition Program, in which as many as four hundred students (freshman and transfer students) are assisted in developing their reading skills.

DEPARTMENT OF SCIENCE EDUCATION

In the Department of Science Education, chaired by Dr. Frank Crawley, most of the faculty are in some way involved in partnerships through the BellSouth grant.

Dr. Jon Pedersen is the research coordinator for the partnership grants (see The School of Education: A Recent History, page 3). Prior to that, Dr. Pedersen had established a partnership with W. H. Robinson Elementary School. The students enrolled in SCIE 3216, Teaching Science in the Elementary School, with Dr. Pedersen take their practicum at Robinson.

For the 1998–99 academic year, Dr. Randy Yerrick has received a grant to teach earth science to lower track students at D. H. Conley High School. He is offering two science teaching methods courses. In the first, he takes his undergraduate science education students to Conley to observe and analyze his teaching. In the second, he teaches a graduate-level advanced methods course for the science teachers at Conley, focusing particularly on teacher-student interaction in lower track classes.

Dr. Scott Watson carries on two projects under the BellSouth grant. Through the section of SCIE 3216 he teaches, Dr. Watson exposes his students to new methods of teaching science. His students, in turn, share these methods as they work with the clinical teachers participating in the practicum. Also, Dr. Watson works with six new science teachers and three more experienced science teachers to assist the new teachers in identifying and solving problems in teaching science.

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Dr. Crawley points out, "We don't simply study about teaching and then go try to do it. We see teaching as an opportunity to learn more about how to teach and bring our experiences back into the university to study them. So it's not totally a one-way street."

Dr. Helen Parke, director of the ECU Science and Mathematics Education Center, has formed partnerships among the university, School of Education, and businesses to examine teacher preparation and retention rates and to determine what preservice teachers need in their training. (See also the Science and Mathematics Education Center, page 28.)

Dr. Elizabeth Doster serves on the board of the City of Greenville Environmental Advisory Commission, which examines the environment in Greenville to determine how to improve it. One project proposed is to develop greenbelts in the city. These natural areas would be available, for example, for Dr. Doster to take her environmental science students to study the flora and fauna and for other school groups. Dr. Doster also was the instructor of record for an on-line environmental science course for UNC–Wilmington, UNC–Charlotte, North Carolina State University, and ECU in which the expertise of faculty at all four institutions was made available to students. Dr. Pedersen assisted Dr. Doster in this collaborative project.

"Our belief," says Dr. Crawley, "is that what we do in university courses is very much connected to what takes place in educational settings outside of the university—public school settings, private school settings, informal science settings, civic settings."

Through the BellSouth grant, Dr. Crawley formed a partnership with science teachers at Tarboro High School. "For the past semester," he says, "faculty have developed a new vision for science motivation at Tarboro High School, one that aligns teaching and learning with national and state standards. In the fall [1998], science teachers will implement newly developed science curricula and research their practice." Graduate students in science education and science teachers will collaborate on an action research project in a practicum course Dr. Crawley will be teaching. The first part of the partnership project focused on rethinking how to teach science in a school comprised of 60 percent minority students. The second part focuses on reenvisioning teaching science to meet the national standards.

For Dr. Crawley and the science education faculty, getting students into the public schools is primary. "We believe in practicum experiences," Dr. Crawley says. "We believe in having a practicum component to both our undergraduate courses and our graduate courses. Even at the graduate level, when we teach about curriculum, we try to connect that with actual curriculum development in schools."

And the partnerships are primary. Dr. Crawley emphasizes, "We're talking about school faculty who are eager to work with university faculty. We have a great opportunity, I think, to develop all kinds of unique projects that both improve the quality of teaching and learning in schools and improve the quality of teaching and learning that takes place in the university for the people who are preparing to become teachers. And so we have a way of connecting undergraduate and graduate education to the real world of schools in eastern North Carolina."

SCIENCE EDUCATION STUDENTS WORK EXTENSIVELY WITH STUDENTS IN THE FIELD. PICTURED, A STUDENT WORKS WITH CHILDREN IN A CLASSROOM SETTING.

GRADUATE STUDENTS LEARN ABOUT TEACHING SELF-HELP SKILLS THROUGH A "DEAF-BLIND LUNCH" SIMULATION. THIS TRAINING WAS THE RESULT OF A PARTNERSHIP BETWEEN ECU'S TRAC-NC PROJECT AND THE HELEN KELLER NATIONAL TRAINING CENTER.

DEPARTMENT OF SPECIAL EDUCATION

The Department of Special Education, chaired by Dr. John Richards, provides several partnership programs and the Assistive Technology Laboratory.

The Remedial Education Activity Program, a preschool demonstration program, began in 1970. The program is funded by ECU, the Pitt County Mental Health Fund, and the Pitt County Board of Education and provides a preschool for handicapped children ages two to five years old. The facility is state-of-the-art, and the program is a model that can be reproduced by other counties.

Another partnership is the MAEd in mental retardation or in learning disabilities at Elizabeth City State University, which is funded through the UNC General Administration. One ECU faculty member staffs the program on a half-time basis, while a full-time faculty member is provided by ECSU.

For area teachers of behaviorally emotionally handicapped children, the department offers an afternoon seminar each semester. They meet with students studying that population of children to share experiences in working with those children. In the future, Dr. Richards hopes to get funding to bring in teachers from more distant areas to participate in the seminar. He also is working to get funding to create an annual seminar for special education teachers in the region.

Dr. David Powers is a professor in the Department of Special Education and director of the Assistive Technology Laboratory. The laboratory provides a setting in which university students, students from area schools, parents of students who have disabilities, administrators, and teachers have access to a wide range of specialized hardware and software. All students majoring in special education must complete SPED 4000, Technology in Special Education, which focuses specifically on technology used in special education. The laboratory provides hands-on experience for students enrolled in the course. It also houses computer technology, communications technology, alternative keyboards, and noncomputer, nonelectronic technologies to "support the independent functioning of persons with disabilities," says Dr. Powers. Clients call the laboratory or are referred to it.

In quite a different area, Dr. Powers and Dr. W. Scott Thomson, from the Department of Elementary and Middle Grades Education, are working to bring electronic portfolios to area teachers using funding from the BellSouth grant. The project involves first-, second-, and third-year teachers at Sam D. Bundy School (Farmville) and Eastern Elementary School, Elmhurst Elementary School, and Wintergreen Elementary School in Greenville, along with preservice teachers in their final semester at ECU.

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All preservice teachers and initially licensed teachers (through the third year of employment) are required to develop a portfolio. The portfolios are presented for review and affect decisions concerning tenure. Rather than using traditional portfolios that are typically contained in three-ring binders or accordion folders and offer only a linear presentation, electronic portfolios offer more flexibility. For example, they allow one to move through the document in a nonlinear fashion. Documents and photographs can be scanned into the portfolio; audio and video clips can be inserted also. The electronic portfolio does not limit what can be presented. It does allow for creativity and reduces the bulk of the portfolio to the size of a zip disk.

"The real advantage," according to Dr. Powers, "is that it allows the presentation of that evidence in ways that are particularly creative." For example, from a lesson plan one may immediately go to a video clip of one of the activities described. One may also go to a digital photograph of the centers identified in the lesson plan, or one may see a video clip of a child using a center.

"You can create a complex web of connections that we think offers a more meaningful way to look at how well a teacher is performing," Dr. Powers points out. "It has the additional benefit we're discovering of making folks much more comfortable with a lot of different kinds of hardware—scanners, digital cameras, video cameras, computers—and computer software."

Project participants from each of these schools are trained at the School of Education. Not only are these teachers working with new technology, they are learning more about their own style of teaching. Dr. Powers says, "Portfolios also require an element called reflection, so that attached to every evidence sample there is a description of why that evidence sample is there, what it represents, what it says about you as a teacher."

Dr. Powers and Dr. Thomson recently received funding for a second BellSouth project that extends the use of electronic portfolios into elementary school classrooms. Beginning in the fall of 1998, selected teachers at Wahl-Coates School will participate in the development of electronic portfolios for and with their students.

Currently, the use of the electronic portfolios is limited by the availability of the software, since the program, Scholastic Electronic Portfolio, is relatively new. Dr. Powers, however, expects that the software will be more widely used in the near future.

DR. DAVID POWERS WORKS WITH A TEACHER ON THE DESIGN OF HER ELECTRONIC PORTFOLIO. IN AN INNOVATIVE PROJECT SUPPORTED BY BELLSOUTH, POWERS AND DR. SCOTT THOMSON ARE EXAMINING THE USE OF ELECTRONIC PORTFOLIOS IN TEACHER EDUCATION.

In 1985 North Carolina instituted a policy that allows non-teaching professionals with degrees to join the public school teacher workforce through lateral entry. Two lateral entry programs exist at ECU. The requirements are the same for both programs; however, the time frames are different.

The first program is the traditional lateral entry. Individuals seeking employment in the public schools via this option apply for employment with a school system. The school system, after hiring the individual, requests a lateral entry permit for that individual from the North Carolina Department of Public Instruction (NCDPI). That individual must then enroll in an accredited teacher education program, such as the ECU School of Education, in the area in which licensure is sought. The School of Education analyzes the individual's transcripts and develops a plan of study. The individual must take at least six semester hours of course work per year and must complete the licensure program within five years. Since there is no teaching internship component, the public school mentor and principal must testify to that individual's competence as a teacher. Once the person has completed the program and passed the PRAXIS (National Teacher Examination), the NCDPI issues a teaching license.

The second, and more recent, route of lateral entry is Project ACT (Alternative Certification for Teachers), a concentrated, accelerated summer program directed by Dr. Melva Burke. Lateral entry candidates participate in a five-week, eight-hour-per-day (Monday through Friday) experience to gain the essential teaching skills before going into the classroom. The summer experiences deal with curriculum and teaching methods, the nature of the learner, learning theory, classroom management, and student assessment. Master teachers from the public schools assist candidates one-on-one in their respective areas of teaching. Candidates teach their peers, which is videotaped, and receive feedback through a critique of the teaching session. Before the candidates begin the school year, they participate in a start-of-school simulation. During the school year, Project ACT teachers spend one Saturday per month in seminars for follow-up and introduction to reading skills instruction and to working with special needs children. Candidates complete lateral entry through Project ACT within two years. Project ACT is more expensive than regular lateral entry and so is limited to only one class of twenty each year.

ECU serves about 500 teacher candidates per year who are working toward licensure through the regular lateral entry program. According to Dr. Parmalee Hawk, director of teacher education, by 2005 the United States will have a need for two million teachers. Most of the new teachers will be individuals moving into teaching from other career paths.

Lateral entry provides a means for school systems to fill positions that are difficult to fill because of location or shortage of traditionally prepared teachers. The university and the public schools work together to fill the need for competent teachers. Dr. Hawk also points out that within regular teacher education programs, 13 percent of the candidates are minorities; however, within lateral entry programs, 36 percent are minorities.

"What we have is a traditional way to get a license, and then we have alternative ways to get a license. They need to coexist together because the schools need us as partners in serving the children of North Carolina," says Dr. Hawk.

Ms. Alisa Chapman is employed as an instructional technology consultant in the Educational Technology Division of the North Carolina Department of Public Instruction (NCDPI). She is one of four consultants serving the state, and she assists twenty-seven school systems in the northeast quadrant of the state. Athough employed in Raleigh, Ms. Chapman also has an office in the School of Education, which is more centrally located in the quadrant she serves.

Ms. Chapman works with Mr. Stephen Springer, who is the education technology specialist in the School of Education. Ms. Chapman and Mr. Springer complement each other as they collaborate to serve the School of Education faculty and public schools. Together their work is part of the partnership activities of the School of Education.

Ms. Chapman's job is to assist the school systems in implementing their long-range, five-year plans for instructional technology as mandated by the State Board of Education and the North Carolina General Assembly. Those technology plans include curriculum, professional development, infrastructure, and partnerships with businesses and industries, community colleges, universities, and local governments.

"The preparation that the School of Education provides preservice teachers affects my role and responsibilities greatly: those teachers-in-training go back into the public schools that I serve," Ms. Chapman says. "We need to make sure that graduates of teacher preparation programs walk into the classroom equipped with skills to teach the curriculum and to use technology as it applies to teaching and learning." She concludes, "At a very basic level, we need to prepare for the rapidly changing workforce needs—and that starts in the classroom."

Partnerships are key in her efforts to serve the public schools of North Carolina, according to Ms. Chapman. She says, "I wouldn't be able to serve my region as well if I didn't have the School of Education to respond to a need, even when it falls out of the realm of their technology plan." School systems frequently call Ms. Chapman for referrals to those who can help them, often faculty in the School of Education.

Furthermore, the Office of School Services assists Ms. Chapman in support of university-school partnerships. For example, Ms. Chapman was able to train teachers in the use of Starlab, a portable planetarium donated by PCS Phosphates, and to prepare a training video on the care and use of Starlab. Dr. Helen Parke, director of the Science and Mathematics Education Center, and two public school teachers coordinate the rotation of the lab in the regional school systems. Because of the success and popularity of Starlab, Ms. Chapman was able to obtain another grant from PCS Phosphates to purchase a second Starlab.

Ms. Chapman also serves as a liaison to the School of Education to keep administrators updated on initiatives from the NCDPI and state Board of Education. "They need to be informed on what is happening in our public schools," she says. ". . . to have a good picture so that the continued development of our preparation programs reflects the current needs of our schools and, in turn, moves our teaching workforce forward. It's a win-win situation, and we're excited to be a part of the partnership."

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FACULTY AND STAFF WORK CLOSELY WITH STUDENTS IN WELL-EQUIPPED COMPUTER LABS IN THE SCHOOL OF EDUCATION.

Dr. Donald Spence teaches in the Department of Elementary and Middle Grades Education in the School of Education and is associate director for the Office of International Affairs. He is also director of the North Carolina Japan Center East and is currently developing a pilot program, the Global Partnerships Schools (GPS) initiative, that links institutions in North Carolina and Japan for cooperative exchanges, program development, and research.

Participating institutions include ECU, Western Carolina University, and UNC–Wilmington in North Carolina, and Hiroshima University, Naruto University of Education, and Osaka University of Education in Japan. The GPS initiative also includes high school, junior high or middle school, and elementary school partners. The public school partnerships are linked to a university. Beyond the pilot stage, the GPS initiative will be expanded to include other institutions from the United States and around the world. The partnership network is designed to include active collaboration between educational and governmental agencies, along with corporations and foundations.

According to Dr. Spence, "What's driving this for me is the realization that we're training in our schools today youngsters who are going to be problem solvers and decision makers in a global community of the twenty-first century." He says that the young people of today "are going to need to know how to deal with people within their own cultural frame of reference."

Two current projects that exemplify the collaboration through the GPS initiative are the Hiroshima University–East Carolina University Undergraduate Summer Study Project and the Osaka University of Education Faculty Exchange Program. Dr. Patricia Campbell at ECU and Professor Seiji Fukazawa at Hiroshima coordinate the Undergraduate Summer Study Project. The project, which is in its second year, brings undergraduate students from Hiroshima to ECU for short-term study and observation in area public schools. The faculty exchange program is a multiyear short-term exchange funded by the Japanese Ministry of Education and allows the faculties to visit each others' campuses and the campuses of the public school partners.

Another recent initiative developed by the Japan Center East that has long-term potential for developing educational partnerships for the School of Education is the MAEd in supervision for visiting international faculty. Through the Division of Continuing Studies, visiting international faculty who are currently teachers in North Carolina can complete the MAEd in supervision with a concentration in teaching English as a second language. After three years, these teachers return to their home countries with advanced degrees and are links for ECU to other educational programs.

"Across the board, the focus is on developing opportunities for dialogue, . . . community building, collaboration, and cooperation," says Dr. Spence. "Whether the communities are local or global, they are interdependent and are going to remain so."

MR. CRAIG NORFOLK OF CAROLINA POWER AND LIGHT LUNCHES WITH THE DEAN OF THE SCHOOL OF EDUCATION AND ECU DEVELOPMENT STAFF AFTER PRESENTING A SUBSTANTIAL CONTRIBUTION TO THE SCHOOL OF EDUCATION.

NORTH CAROLINA TEACHING FELLOWS PROGRAM

The North Carolina Teaching Fellows Program began in 1985 for the purpose of attracting high quality students to the teaching profession. The program offers four hundred $20,000, four-year scholarships annually to eligible North Carolina high school seniors for undergraduate teacher education study. Students, in turn, commit to teach at least four years in the North Carolina public schools. Fourteen colleges and universities offer the program.

The Teaching Fellows Program at ECU, directed by Dr. Ronny VanSant, begins recruiting students as early as middle school. School of Education faculty make presentations in the public schools, and applicants visit ECU for tours and workshops and attend classes with teaching fellows.

The program offers enrichment opportunities, including seminars, throughout each year of the fellows' undergraduate study; travel and leadership development opportunities; and additional time working with cooperating teachers in the public schools. More than 170 teaching fellows are currently enrolled at ECU.

The Teaching Honors Program is a partnership between ECU, Kinston High School, and Teachers Memorial Elementary School (Kinston). Highly qualified seniors are chosen each year to finish their high school course work, take a class in the School of Education, and work with the K–2 teachers at Teachers Memorial. These students also participate in activities of the Teaching Fellows Program.

PARTNERSHIPS WITH BUSINESSES AND INDUSTRIES

The School of Education continues to work in close partnership with numerous businesses and industries in the region. Through the generosity of these organizations, the School of Education has been able to initiate, extend, and enhance programs and activities. We gratefully acknowledge the following partners:

CP&L: Support for Work Force Preparedness

DuPont: Support for the School of Education Reinvention Project and Diversity

First Union Bank: Support for the Total Quality Management Program

Grady-White Boats: Support for the Education Research Lab

United Carolina Bank: Support for teacher education

Wachovia Bank: Endowment of the Distinguished Professorship in Educational Leadership

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"Partnership is the key for the PEN–PAL Project . . . ," according to Dr. Betty Beacham, director of the PEN–PAL Resource Center. "It is the university partnering with other community agencies, in this case, . . . other child-serving agencies and community groups to serve children with serious emotional disturbances and their families." One goal is to keep these children in their homes and communities and to avoid separation of the children from their families.

Each child served by the PEN–PAL (Pitt Edgecombe Nash–Public Academic Liaison) Project has an individual service plan developed by an Individual Service Team. The team consists of professionals, family members, and friends who together plan appropriate interventions to keep the child safe and in school and to help the child succeed academically. According to Dr. Beacham, the whole process is "to build an intervention plan based on the strength of that child and family. But the plan is unique in that there are multiple agencies sitting around the table who plan together so that family members do not have to go from agency to agency to agency for services. And the family is an integral piece of that plan. So the family member is a full partner sitting at the table."

Federally funded, the PEN–PAL Project receives funds from the Center for Mental Health Services in Washington, D.C., that are administered by the North Carolina Division of Mental Health, Developmental Disabilities, Substance Abuse Services, Child and Family Services Section in Raleigh. The project in eastern North Carolina is one of thirty demonstration project sites in the United States and receives $1 million per year.

PEN–PAL Project partners include ECU, Pitt County and Edgecombe-Nash mental health centers; Pitt County, Edgecombe County, and Nash-Rocky Mount school systems; Pitt, Edgecombe, and Nash County social services; juvenile justice systems in those counties; and community groups such as churches, boys and girls clubs, and the United Way. The long-term goal is to move the family and child from dependence on the agencies to independence.

Moreover, ECU faculty from the Schools of Education, Medicine, Nursing, and Social Work and Criminal Justice Studies, and the Departments of Psychology (College of Arts and Sciences) and Child Development and Family Relations (School of Human Environmental Sciences) participate in the PEN–PAL Project. They have developed an interdisciplinary graduate course—Interdisciplinary Practice: Services for Children with Serious Emotional Disorders and Their Families—for current students or agency personnel that deals with serving children such as those in the PEN-PAL Project. First taught in the 1997–98 academic year, the course provides students with credit in the Schools of Nursing and Social Work and in the Departments of Child Development and Family Relations and Psychology.

The PEN–PAL Resource Center provides in-service training and technical assistance for the service providers and school personnel; provides annual assessments of agency performance; and disseminates information on school-based system-of-care issues via a web page. Training topics include principles and values of a system of care, such as collaboration, group dynamics, effective communication, and design and implementation of intervention plans. The center also provides training on using the Internet and grant writing.

Furthermore, a two-day conference on safe schools is planned in spring 1999 for School of Education faculty, Pitt County Schools, and the Pitt County juvenile justice system. "With the new state juvenile justice code coming into play," says Dr. Beacham, "this is a perfect time to look at that whole endeavor of safe schools and what the code means for our kids," many of whom are children with special needs. "As a community we must work together to build a system to help and protect these kids."

PROJECT EXCEL

Project EXCEL was developed through the BellSouth Reinvention Grant and University-School Teacher Education Partnership. Dr. Stephanie Lanier and Mrs. Pamela Whitted in the ECU School of Education coordinate the project, which focuses on recruitment and retention of culturally diverse students pursuing degrees in education.

The project is a cooperative endeavor between the ECU Black Faculty and Staff Organization, Ledonia Wright African-American Cultural Center and Peer Mentor Program, North Carolina's Project Teach, the public schools, and North Carolina General Assembly. Project EXCEL seeks to reach culturally diverse students in middle schools, high schools, and community colleges in eastern North Carolina and to increase the number of those who enter the field of education.

Middle and high school students in Pitt County, its adjacent counties, and Dare, Hyde, Pamlico, and Washington Counties are chosen to participate in the project. They are offered annual summer programs to prepare them for college and a support system of ECU faculty and students, school mentors and counselors, and parents to ensure their successful completion of high school.

Freshman and community college transfer students pursuing teacher education programs find Project EXCEL support in the form of assistance in adapting to university life; READ 4532, PRAXIS I Preparation, a course that prepares students for the mathematics, reading, and writing portions of the exam; and a free pre-test for the PRAXIS I.

Minority Presence Grant students not only serve as peer mentors to new students but also have written and performed the play *Everybody's Gotta Dream*. The play leads to discussion of topics such as setting goals, making decisions, academic preparation, and college life during presentations in the public schools.

Financial support for Project EXCEL students comes from a DuPont grant, the BellSouth grant, teacher education partnership, North Carolina Minority Presence Grant, and the NORTH (North Carolina Offering Roads to Higher Education) Program. Under the Legislative College Opportunity Program funding for the NORTH Program, ECU received $50,000 of seed money, the interest from which supports scholarships for needy culturally diverse students who have participated in the program.

"We're concerned about recruiting students from diverse cultures," says Mrs. Whitted. "We want them to stay, and we want to provide the support services" such as the practice exam, referral to campus resources and tutoring centers, and social and professional activities they need.

SCIENCE AND MATHEMATICS EDUCATION CENTER

The Science and Mathematics Education Center, directed by Dr. Helen Parke, is focusing its mission on research and development in collaboration with the thirty local education agencies (LEAs; i.e., school systems) in eastern North Carolina in the region bounded by Northampton, Halifax, Nash, Wilson, Wayne, Lenior, Jones, and Onslow counties. The service area encompasses 343 schools. In those schools, 400 professional development liaison teachers have been asked to share their expertise with other teachers in the area. Through electronic or postal mail, they are informed of developments at the state level that affect science and mathematics education. The Z. Smith Reynolds Foundation has provided a $30,000 grant to continue this program.

One way to meet the needs of the schools in this region is through technology—by offering master's degrees, professional development, and renewal credit on-line for in-service teachers. In the summer of 1998,

the center began an initiative with the Elizabeth City–Pasquotank County schools to develop on-line services, including chat rooms and web sites. Elizabeth City is one of the cybercampus locations in North Carolina that has videoconferencing equipment linked directly to ECU. The success of this pilot program would encourage the development of similar programs throughout ECU's service area and the state. Possibly, the system could be extended nationally.

In November ECU will coordinate statewide participation in the Supercomputing Conference '98, connecting to the host site in Florida via the Internet. ECU will have a scientist on Piver's Island carrying out experiments suggested by students in the region's schools. The scientist will send experimental data to the schools, where the data can be entered into modeling software. Students then draw conclusions to share with the scientist for feedback. On-line technology allows many school systems to participate in the program.

In addition, Dr. Parke notes that science experiences can have a positive impact on reading scores. "One of the things we're finding," she says, "is that reading scores of students are enhanced through a context of science, one reason being because students are naturally interested in science. And so you get them doing the experimentation, and they say, 'Oh, I want to find out more about this idea.'" Dr. Parke sees the Internet and the library providing readily available information for students to read as they learn more about science.

"I see the center," says Dr. Parke, "as a partner with the School of Education in the professional preparation of teachers. An equally important consideration is the context of those schools in which ECU places preservice teachers. We have a commitment to work collaboratively with the clinical schools so that the environments for learning are exemplary." Dr. Parke sees the center as integral to the transformation of the way we teach science and mathematics.

THE SCIENCE AND MATHEMATICS EDUCATION CENTER INVOLVES TEAMS OF TEACHERS AND FACULTY OBSERVING ECOLOGICAL RELATIONSHIPS AND RECORDING DATA ON DIGITAL PHOTOGRAPHS.

The Training Challenge North Carolina (TRAC-NC) Project began in 1992 under a four-year federal grant to train forty-five master's-level educators to work with children who have severe and profound disabilities. The project is currently funded by a second grant of more than $500,000 over three years from the U.S. Department of Education Office of Special Education Programs.

Dr. Melissa Engleman, project director, says that about ninety educators are currently enrolled; the goal in this second phase is to train 120 educators.

Through the project, the School of Education has developed partnerships with area schools and agencies; for example, Wintergreen Elementary School in Pitt County, Edgewood Community Development School and the O'Berry Center in Goldsboro, Howell's Child Care Centers, the Eastern North Carolina School for the Deaf in Wilson, and many individual schools in the region. The TRAC-NC Project is available to serve all of eastern North Carolina.

The project offers three seminars per year on a chosen topic. In the 1997–98 academic year, the topic was deaf-blindness. In cooperation with the Helen Keller National Training Center, the project offered day-long seminars to students in the TRAC-NC Project and Department of Special Education and to members of the community. In the 1998–99 academic year, the focus of the seminars will be on collaborative partnerships. Seminars will be offered to school administrators, parents, and teacher assistants who work with children who have low-incidence disabilities.

The TRAC-NC Project maintains a web site that offers an on-line discussion of various topics and also offers some courses via the North Carolina Information Highway.

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